DOCUMENT RESUME

ED 100 898 SP 008 823

TITLE	Team Leaders View Teacher Corps.
INSTITUTION	University of Southern California, Los Angeles.
PUB DATE	Feb 69
NOTE	40p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Leaders Guides; Leadership Qualities; Leadership Responsibility; *Preservice Education; Teacher Education; Team Administration; *Team Leader (Teaching); *Team Training
IDENTIFIERS	*Teacher Corps

ABSTRACT

The role of the Teacher Corps team leader involves not only the training and supervision of corpsmen, but also the facilitation of community involvement and intrateam relations. During the preservice program, the team leader helps to plan the program, initiate the corpsmen, lay the groundwork in the community and local school district, and provide assistance in the self-discovery process of interns. Growth and development of the team is the responsibility of the leader and includes aspects such as morale, teamwork, and productivity. The leader must facilitate a positive relationship between the team and the neighborhood by helping to establish organizations for cooperative effort. In the supervision of student teachers, the team leader acts as a stabilizing influence, interprets district policy, selects cooperating teachers, and evaluates interns. (HMD)

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 584
FOR INSPECTION ONLY

ED100898

VIII
CONTROL
Team leaders file

TEAM LEADERS VIEW TEACHER CORPS

CONTRIBUTORS

COMPTON CITY SCHOOL DISTRICTS
EL MONTE SCHOOL DISTRICT
RIVERSIDE SCHOOL DISTRICT
ENTERPRISE SCHOOL DISTRICT
WILLOWBROOK SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UNIVERSITY OF SOUTHERN CALIFORNIA

FEBRUARY 1969

SP008 823

TEAM LEADERS VIEW TEACHER CORPS

Contributors

Richard Black
Compton Elementary School District

Ben Campos
El Monte School District

Albert Cruse
Riverside School District

Carlos Gonzales
El Monte School District

Edward Hulse
Compton Elementary School District

Alene Lepp
Riverside School District

Addie Owens
Compton Elementary School District

Katie Robinson
Enterprise School District

Norbert Silverman
Willowbrook School District

Vida Van Brunt
Willowbrook School District

Team Leaders - Cycle II and III

University of Southern California

February 1969

DEDICATION

To A.G. who always says, "Why not?"

CONTENTS

Page

INTRODUCTION

TEACHER CORPS GOALS

An Overview.....1

The Final Product.....4

ORIENTATION PROGRAM

Pre-Service Training.....5

Survey Results.....8

INTRATEAM RELATIONS

Teamwork.....10

Team Dynamics.....14

COMMUNITY INVOLVEMENT

Guidelines.....17

Community Resources.....20

SUPERVISION OF STUDENT TEACHERS

In-Service Role of Team Leader.....25

Evaluation Techniques.....27

SUMMARY.....31

Introduction

Re-evaluation is a basic factor inherent in the growth process. Taking this into consideration a group of Teacher Corps team leaders decided to re-examine their role in the program.

In compiling this study there was no intention to present a definitive analysis of the team leader role. It is rather hoped that this paper be used as a starting point for "grasping the handles." It can be used as an orientation tool for prospective team leaders.

The Teacher Corps is a program which differs from area to area, community to community, and school to school. Realizing this, the contributors tried to keep the material general enough to fit into most situations. We also appreciate the fact that there are certain inherent unpredictable elements not the least of which is the human factor.

We hope that our varied experience will make a contribution which will not only benefit future team leaders and interns, but will have implications for other educators.

AN OVERVIEW

TEACHER CORPS PURPOSE--"A CHALLENGE"

YOU BECOME A TEAM LEADER

Simple in statement, but carrying with it the impact of a "gut-level" challenge--the purpose of Teacher Corps is to train teachers to serve the children in rural and urban poverty area schools.

If you're a teacher, and you're "tuned in" at the feeling level, and most teachers should be, you get a really excited tingle at the thought that at last somebody is going to attack the problem where it is! If you're a Corpsman at heart this statement of purpose brings with it new hope, renewed inspiration, and a certain uncontrollable something which leads you, inevitably, into some situations where you seek more information. You read the Teacher Corps information kit, eagerly absorbing every word. Yes, this is "where it's at!" Teacher Corps is for you---innovate---reform---change (inadvertently you must even indoctrinate a little); an opportunity to work with fresh new recruits who have not been "tampered with"--a giant reservoir of human resources, FREE to the children who need it most! Needless to say, you're sold, and if you're lucky, you're acceptable. You are now a Team Leader!

THE SELECTION OF INTERNS

As a team leader, you may or may not have the opportunity of serving on the interviewing panel for the selection of interns.

If you are a member of this panel, your first deep insight is that today's college graduates are vastly different from those of even a decade ago! Now you might have intellectualized this fact prior to your experience as an interviewer of Teacher Corps interns, however, by the end of the session, the fact is thoroughly crystallized! Whether we attribute it to the advances in science and technology, the chaotic nature of world situations at home and abroad, or to any dozen other often mentioned factors, the fact remains, these young people are different.

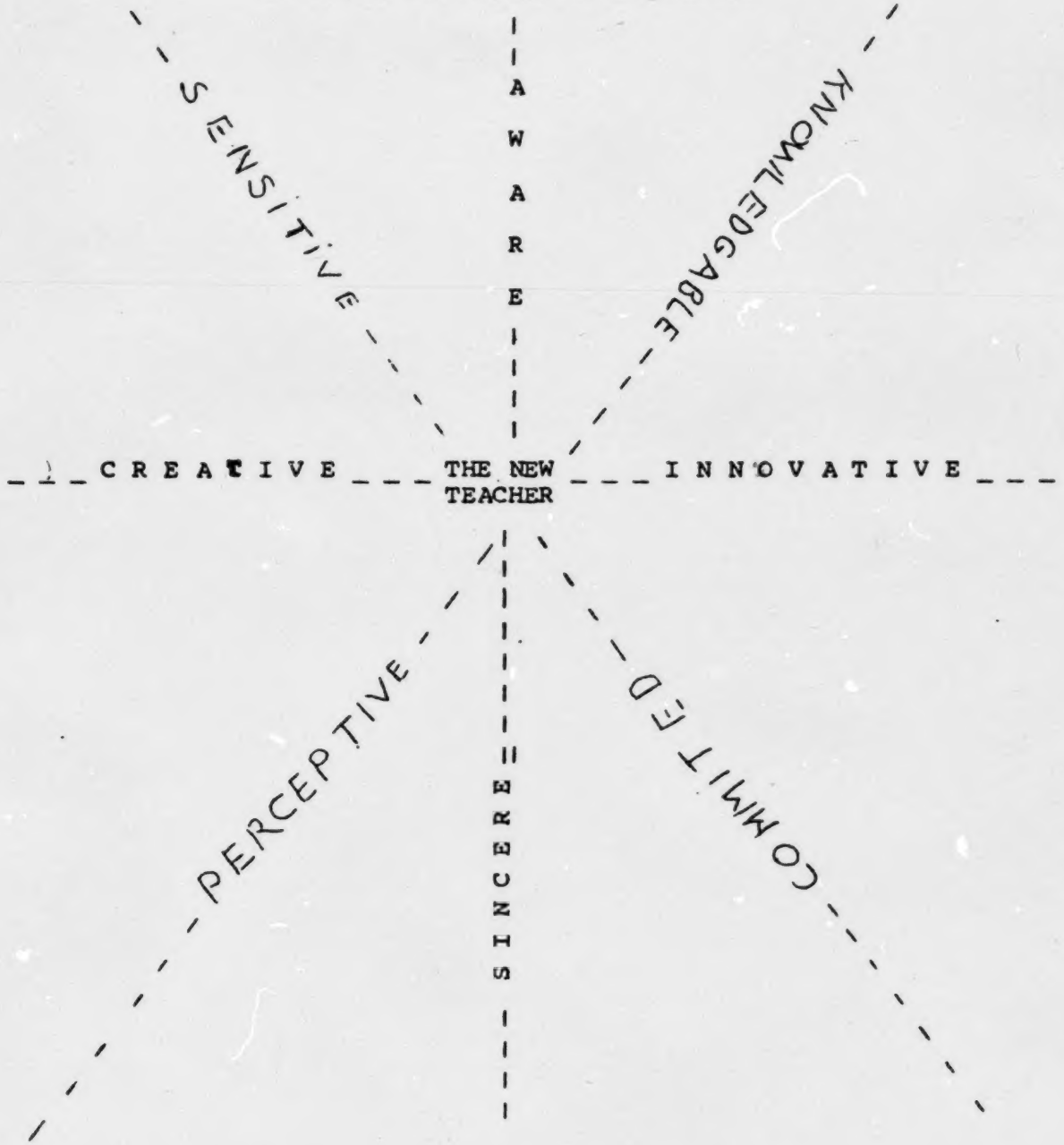
Furthermore, of this large aggregation of the so called "new breed," teacher corps is attracting those who apparently are the embodiment of all that we could ever wish for as "raw material" for training teachers to work within the culture of poverty. Their previous records indicate that they have, most of them, been involved in "service oriented" activities over a long period of time. Much of their involvement has been that which they chose to do because they were seeking a way of contributing something vital. The great majority of them are extremely aware of the pressing social, economic, and political issues which have thrown the world into turmoil, and they are ready to do something about it. They have turned to teacher education because they feel that this is "where it's at." In taking a close up of these new recruits, we get a better view of the wide range of exposure and talent which they bring into the program.

It is as though these recruits arrive from the four corners of the earth, bringing with them an array of experience, exposure, and interests never before witnessed in the realm of teacher education. Peace Corps, VISTA, and the armed services, as well as Merchant Marines, CORE and SCLC, are a few of the organizations where they have served. They have built school rooms in Pakistan and tutored in Watts; some have marched in Selma and Washington, while others have directed church choirs or taught nursery school in Los Angeles. A few have registered voters in Mississippi, others have instructed Science in Africa, while others have just traveled from port to port--tramp steamers, bicycles, walking--"with the people." In the group there are internationally published writers, accomplished pianists, and aspiring guitarists. Also included are expert cameramen, artists, anthropologists, and dancers. Lastly, they reveal by record and by interview that they are concerned about the children who are following their generation. With few exceptions, they are ready to change, reform, innovate. That is why they are turning to Teacher Corps and vice versa.

The majority of interns ARE COMMITTED to making a difference in the type of education provided for children of poverty areas. What can the team leader do who supposedly knows the resistive nature of the entire set up of education? This is a challenge--and somehow, when we view Teacher Corps, we trust it can be done. It MUST be done. In any event, recruitment and selection over--Preservice begins.

THE FINAL PRODUCT

Teachers Trained to Serve the Children
in Urban and Rural Poverty Areas



PRESERVICE

It's PRESERVICE Time for Corpsmen

The preservice or orientation phase of any teacher preparation program is one of greatest challenge to all who are involved in teacher education. It is during this initial contact period that much can be done to establish meaningful guidelines, identify areas of concern, and allow feedback so essential to building good working relationships.

The preservice for teacher corpsmen is usually ten to thirteen weeks. During this time, team leaders and interns receive their first contact with University, Corps, Local School District, and Community as a cooperating unit. Each one holds an important spot in the picture which is soon to be a daily focus for corpsmen. This contact brings with it an increased awareness of the multi-dimensional systems of interaction inherent in so complex a chain of interrelationships. It is at this beginning step that the role of the team leader begins to unfold, and the process is continuous!

Some of the broader areas where there is implication for early involvement on the part of the team leader include:

1) Need for interpretation of the autonomous nature of the various local school districts.

2) Providing feedback in an effort to bring meaning into the community survey.

3) Participation in feedback designed to assist staff in planning course content relevant to needs of the various districts.

4) Interpretation of the scope, limitations, and nature of teacher corps locally and nationally.

5) Participation with corpsmen in planning informal gatherings where ideas may be shared.

6) Planning with interns activities which lend insight into the culture value systems of designated areas.

7) Discussing and clarifying teacher corps with principals and staffs of participating schools. (Laying groundwork)

8) Being available to interns for dialogue and exchange concerning their experiences and observations.

9) Introducing the team to community agencies, groups, churches, schools, business places, and people along the streets.

10) Learning to know and appreciate each intern--his background, goals, motivations, needs, and desires.

11) Sharing of yourself and encouraging "leveling" at all times on the part of each group member.

Aside from those broader areas where the team leader becomes involved during <u>preservice</u>, there is a more delicate area. This relates directly to the <u>team leader</u> as <u>an individual</u> and his readiness to participate in the all-important area of self-discovery or self assessment in relation to the total task at hand. This is the area which calls attention to the team leaders perceptual organization as a leader committed to the task of training teachers who hopefully will "make the difference" when they work with children in the culture of poverty. Here are a few observations which are important and may determine

to what extent the team leader is able to function successfully:

1) How do you as a leader feel? You are a part of the administration. Whether you want to be labeled or not, you are establishment. However, you are a part of the establishment committed to change. Are you able to sit in this spot, or will you sell out and follow the usual trend--to make things look good? You now have to make mistakes or never try anything new. Will these mistakes mean failure to you or will they serve to challenge you to try something else?

2) How do you as a leader relate? Are you still bound to the tradition which allows you to share only at an intellectual level where it's safe--no chance of being labeled offensive or radical; no way to be found wrong or lacking? Or are you willing to start this venture as a participating corpsman--active, sharing, feeling, responding, loving, caring?

3) What can you contribute? Are you able to share the exciting, innovative ideas of the interns and assist them in stretching the rules without breaking them? Or do you still believe that they must first learn the old accepted way before trying the new? Are you conscious of the ground work which you must lay in order to move this "new breed" into even being accepted in the lunch room "chatter," much less into the formal classroom setting, or are you willing to have them operate as a sort of separate entity, moving in and out of their own little orbit with little opportunity to know the school staff or vice versa? Lastly, are you able to share frankly with interns con-

cerning the hierarchies, patterns, "do's and don'ts" of a culture value system different from their own, thereby replacing ignorance and rejection with understanding and acceptance?

LOOKING FORWARD

As the preservice draws to a close, team leaders are more aware than ever that theirs is a role which continues to unfold daily! However, the purpose is clear--"to train teachers capable of serving the CHILDREN in schools of urban or rural poverty areas." Within this purpose is the greatest challenge. As a leader, you will often challenge University, Local District, and even National Teacher Corps--you may "stand on the necks" of interns and they may "hang you in effigy." However, as a team committed to a single purpose, no force can deter you!

SUGGESTIONS FOR FUTURE PLANNING:

1) Time is needed earlier in the preservice for interns and team leaders to explore the areas where they will serve.

2) Team leaders should be seminar leaders during this period.

3) Interns and team leaders should plan most of the tours and sights for observation.

4) The team leaders judgment should be considered in determining the relevancy of tours.

5) Team leaders should confer and plan with university staff in an effort to provide more meaningful course content.

6) Demonstrations by team leaders in the poverty area schools would provide a more realistic picture for interns who will work in this type area.

7) The wide range of resources within the team leader group has never been tapped in providing more meaningful experiences. Many of the consultants used are not aware of the problems that exist in the low income area schools.

8) Team leaders should be honest in telling about their school districts so that interns will know what they are getting into.

9) University staff should avail themselves of the opportunity of getting to know the experiences of the interns and make course content more relevant to needs.

10) Interns can not learn to teach unless they are treated as persons capable of planning their courses in the way that it is said that they must allow children to plan.

INTRATEAM RELATIONS

Since the Teacher Corps is based on the team concept, the relationships within the team become vital. The success of the team as a working group can be said to be dependent upon its operational efficiency. And, as a correlary, the team is effective because the members work well together.

"Togetherness" may be an overworked word in our lexicon of cliches. However, it is a necessary ingredient for significant team accomplishment. It is possible for an intern to become a successful teacher without team rapport. There are excellent teachers in today's schools who have little communication with their co-workers. They are considered good teachers since their pupils are showing growth and some exciting things are taking place in the classroom.

The Teacher Corps is basically interested in and committed to the training of teachers who are prepared to deal with children in minority areas of our cities. There are several ramifications to this, one of them being that the team concept is more than just a haphazard method of dealing with numbers. It is a purposeful method helping people work together harmoniously toward the same goals. The implication being that a school faculty should function more as a team. It is expected that the two year training period of team work will better prepare interns to work within a school's "faculteam."

MORALE

A real team is something organic--something that has been created and is now creative. Like a racing crew, its members enjoy the exhilaration of pulling vigorously and enthusiastically toward the same goal--better learning for all. And like a baseball nine, each of its members enjoys the satisfaction of contributing his own special talents and particular strengths to the common cause.

But sometimes morale, that vital lubricant for teamwork, slips away. Why? For answers to that question we turned to Dr. Ruth A. Allen, former elementary teacher and principal. Ruth Allen surveyed schools across the country to learn the causes of poor morale. This is what she discovered:

MORAL CAN BE POOR WHERE INDIVIDUAL MEMBERS FEEL INSECURE.

Antidote: The perceptive leader acts to build confidence.

MORALE CAN BE POOR WHERE FEW GROUP GOALS ARE IN EXISTENCE.

Antidote: The articulate leader acts to keep worthwhile goals clear in the minds of his members.

MORALE CAN BE POOR WHERE THERE IS A COMMUNICATIONS GAP WITHIN THE GROUP.

Antidote: The efficient leader acts to keep channels of information open.

MORALE CAN BE POOR WHERE THERE IS A LACK OF COOPERATIVE FEELING AMONG THE GROUP.

Antidote: The alert leader acts to provide an organizational framework for the sharing of ideas and experiences.

MORALE CAN BE POOR WHERE THE MEMBERS HAVE LITTLE OPPORTUNITY TO SHARE IN THE DEVELOPMENT OF THE GROUP PROGRAM PROCEDURES.
Antidote: The democratic leader acts to tap the leadership potential of his group for better administration of the program.
MORALE CAN BE POOR WHERE THERE IS NO CONSTRUCTIVE HELP FOR MEMBERS NEEDING ASSISTANCE.
Antidote: The team leader acts to become an instructional leader in fact as well as in name.

TEAM PRODUCTIVITY

The Team Leader builds a harmoniously productive team.

To keep a harmoniously productive team, the team leader will need to give attention to rewarding creative efforts among the members. This is something our society needs to learn how to do more effectively in every field of work. Today it is often difficult to reward the creative worker without offering him a position of power which is something he doesn't want. Frequently such a position places him where he connot continue making his creative contributions. This does not mean that we don't need creative leaders. We do. But creative leadership requires different talents.

Research in business and industry has revealed many ways for dealing with creative workers and keeping teams harmoniously productive. The list that follows shows how you, as a team leader, can put this research to work. It also gives you a

chance to evaluate yourself as to your characteristics and practices as a creative leader.

____Let members know that you respect creativity and creative teaching.

____Encourage experimentation and occasionally question established concepts and practices yourself.

____Tolerate disagreement with your ideas.

____Establish a regular system of communication <u>from</u> members to you and <u>among</u> members on your team and with other teams where members are working on related projects and problems.

____Expose members to the creative work of other members and other teams.

____Conduct team meetings in a manner which encourages the honest, open evaluation of ideas.

____Make it easy for members to stimulate the group and generate new ideas.

____Avoid loading members with too many extra duties.

____Carry on long-range planning.

____Recognize and help relieve tension when frustration becomes too severe.

____Try to make the atmosphere an exciting, adventurous one.

INTRA-TEAM RELATIONSHIPS--TEAMWORK

"Teamwork" is a word that has assumed many connotations, favorable and otherwise. Perhaps we should cut away some of the fatty suggestions that the expression has absorbed before we turn to the specifics. These would be the auras of meaning that men and women in education can do without. For example: We can do without . . . .

BLIND CONFORMITY: To be an effective member of a team does not mean that one must conform. Grey flannel think-alikes are not the kinds of people who are apt to awaken the imaginations or kindle the minds of the young.
We can do without . . . .

COMPLETE TOGETHERNESS: "Goodness knows!" said one teacher, after a day full of kids, conferences and committees, "What I need is a little apartness." The teacher--especially the teacher on a team--must jealously guard his moments of solitude. He needs time alone to correct papers, to plan, to think. We must always keep in mind that the strength of any team is based on the self-improvement of each of its members.
We can do without . . . .

OBSEQUIOUS SUBMISSIVENESS: The horses on a merry-go-round do not make a team. Follow-the-leader is not a true team game. Similarly, a group that knuckles under the strongest will, that never disagrees, that does everything alike because it's the easiest way "to get along," is not a team. The problems a team

faces, often do not have a definite answer. None of us should be so arrogant as to claim that his is the answer. A team must constantly rub heads together in the quest for the right way.

Someone has said that it is the leader's job to take a bunch of live wires and see that they are well grounded. The team itself should be "a bunch of live wires" too. There will be sparks. And this is good--as long as team members are well-grounded in sound principles.

We have now the word "teamwork" trimmed down to the muscles that can serve us well. It now suggests:

A. Cooperation

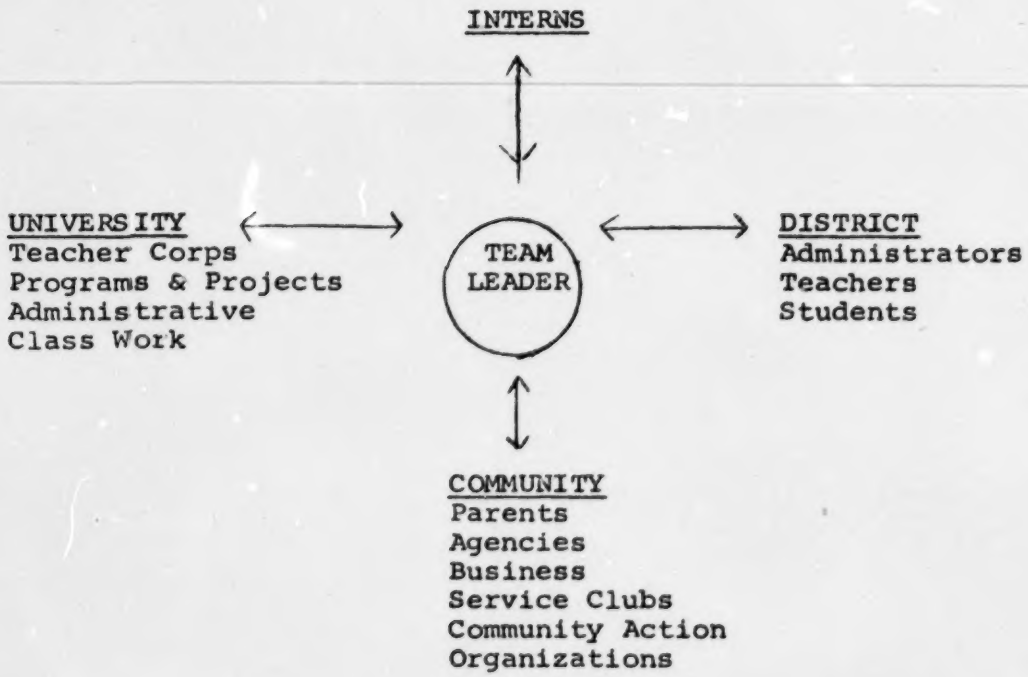
B. Joining Forces

C. Acting Together

D. Making the Common Cause.

GOOD TEAMS DON'T JUST HAPPEN. THEY ARE MORE THAN THE MONDAY - THROUGH - FRIDAY ASSEMBLAGE OF PERSONS WHOM FATE HAS ASSIGNED TO THE SAME LINE OF WORK IN THE SAME AREA.

GOOD TEAMS ARE, RATHER, SOMETHING ORGANIC, SOMETHING THAT HAVE BEEN CREATED AND ARE NOW CREATIVE. THEY ARE CHARACTERIZED BY HARMONY OF PURPOSE AND A DIVERSITY OF TALENTS AND CONTRIBUTION. BUT THE BUILDING OF SUCH TEAMS IS NOT EASY.


INTERNS
UNIVERSITY
Teacher Corps
Programs & Projects
Administrative
Class Work
TEAM LEADER
DISTRICT
Administrators
Teachers
Students
COMMUNITY
Parents
Agencies
Business
Service Clubs
Community Action
Organizations

COMMUNITY INVOLVEMENT

The Relationship of the School and Community in an Urban Setting

It is an established fact that the American schools can not shut themselves off from the communities they serve. For many years there has been a bridge between the school and the community. The parents are expressing a desire for school people to learn about their neighborhoods and the people living in it. It is important that the Intern-Teacher understand the systems within the community. A pattern of cooperative effort should be established through a common problem...the welfare of the child. Each group involved must gain respect for the other. Despite many difficulties which may prevent good working relations between school and community, a pattern can be established.

How Can It Be Done:

Many problems can be worked out by establishing a lay committee with representatives from the total community, including such groups as community service agencies, P.T.As., and the militant groups in the area. A combination of these different philosophies will eliminate many of the future problems.

Many factors should be considered when forming a community group outside the organization of P.T.A.:

1. Locate the aspects of the problem on which cooperative effort is needed. This involves hearing all sides of the area of concern.

2. Be sure the participants immediately concerned with the original problem are included in the initial meeting. As the situation is clarified more groups are included.

3. Each participant must assume a distinct role and clear-cut responsibilities.

4. Working together toward the solution of a defined problem establishes an atmosphere that will make further cooperative efforts possible among the groups involved.

A base for any kind of action must be established: for example:

Recently a local citizens committee that was organized at a local school, marched on one of the local markets to decry high prices, poor merchandise, and unclean conditions. This movement of community groups and school personnel has had success in gaining improvement in several markets in the area. This unified community action plus school cooperation brought much needed attention to a community problem.

How Can Intern-Teacher Prepare for the Increasing Parent Involvement?

1. They must become acquainted with the children's experiences to decide what expansion of opportunities the school should supply.

2. They should begin to understand the realities of children's lives; in other words their school experiences should be related to them.

3. Respect the values of the community; find out what they are.

4. Acquire new feelings and insight into the community. Develop new ways of approaching a problem.

5. Meet the people of the community in their environment.

6. Develop a strategy for your encounters in the community. Remember understanding, not judging is a key factor.

USING COMMUNITY RESOURCES FOR COMMUNITY ACTION

Using community resources in teaching is a venture area for both teachers and community. Strange though it may seem, using community resources is a kind of dark continent in education. Yet, as some of us know well, when school and community work together, hands are extended and each inquires of the other for guidance toward ways of mutual and cooperative endeavor. Bridges of understanding are built and roads of communication are opened.

Being good teachers is not enough; seeking to ever become better teachers is the imperative demand and challenge of their profession. Communities, too, can not afford the complacency of being merely good, but can only afford the virtue of actively seeking to become better. When resources are discovered and utilized, then resourcefulness is exercised and rewarded, resources are found to exist in free abundance and beyond all anticipation, and teaching and learning and living take on new vitality, interest and excitement.

What teams do and how they do it will depend on the schools that employ them. <u>But most important of all, their involvement</u>

will depend on the needs of the parents in the community and resourcefulness of the team leader and the team.

At first glance, to fulfill the component of community work in the Teacher Corps program of the University of Southern California, may seem an easy task. Resources of community action already exist. Community work has already been established or is being attempted by existing agencies. The difficulty in the role of the team comes in getting the parents to accept the agencies and the services that these agencies offer.

The team leader must be aware of these agencies and their services. The team leaders' role and responsibility in relation to these agencies is to make the team aware of these resources for the purpose of using them or possibly attaching itself to these organizations since many of their goals are similar.

The following are only a few types of organizations which will provide information and manpower for team projects:

Neighborhood Legal Services

Provides legal services in civil and criminal cases not covered by the public defender's office. Provides advice and consultation to groups on consumer education.

Neighborhood Adult Participation Project

Provides information and services. Places aides in

government and private non-profit organizations for job experience and training. Provides leadership training for indegenous adults for community organization.

Other agencies provide such services as research, information and manpower for youth and adults, delinquency prevention, rehabilitation and counseling for youth and, counseling, referral service, and community organization for residents.

Possible Projects for Community Involvement

1. The Teacher Corps team can be used as a resource unit for community people to try to formulate ideas for the community.

2. Organize a school-parent group that would act as an advisory to the school or school district.

3. Set up an education office for the following purposes:

   a. To help adults continue their education.
   b. To follow-up on all seniors who go on to college.
   c. To help students fill out scholarship grants.
   d. To act as a resource center for scholarships available.

e. To set up adult classes in Citizenship and English as a Second Language, as well as English as a Second Dialect.

f. To answer any questions on education.

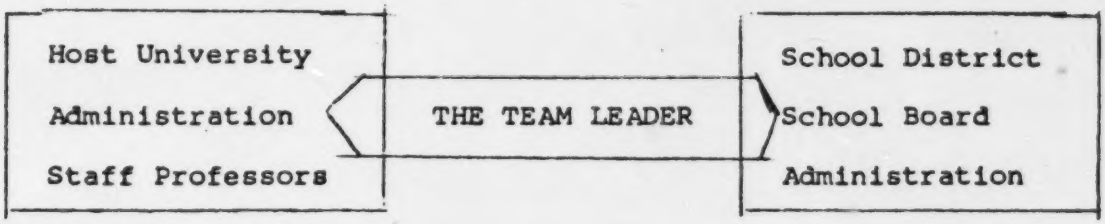
4. Organize Parent groups for community involvement and self help projects.
5. Organize a survey with the cooperation of the city to determine needs of the community.
6. Communicate with local colleges for possible relevant extension courses in elementary schools.
7. Instruct teachers on the Spanish Language for better communication with the community.
8. Advise teachers on community action and progress.
9. Act as resource group for teachers on the culture of poverty in your area.
10. Act as a resource group for teachers on Black culture and/or Mexican-American culture.

It is not easy to deal with parents of children who have been labeled "disadvantaged." They are the objects of a highly-publicized and nationwide "war," and are quite likely suffering from inferior educations, and undeveloped stimuli, as well as the harsher forms of social and economic discrimination. Also to be recognized is the lack of self-esteem and the distruct of anyone different who comes along. The parents, by and large, are distrustful of anything that goes on in the school setting.

Sooner or later the Intern becomes concerned about changes taking place in the community where he is being trained. Perhaps the problem is related to the over-crowded conditions of his school or the run down conditions of a shopping center. There are many pit falls an intern can encounter as a community worker. One major concern is his ability not to attempt to initiate a community project alone. He must realize that there are other people in the community with some of the same concerns. These groups must be considered as a part of the initial action. <u>The plan of action must be a community decision</u>, not a personal war on what seems to be an injustice.

SUPERVISION OF STUDENT TEACHERS

IN-SERVICE ROLE OF THE TEAM LEADER



The role of the Team Leader carries multiple responsibilities which, if all goes well, will become varied and interesting experiences. Yet, a team leader can not become all things to all people, so, "Unto Thine Ownself Be True" is the best possible guide line to follow.

UNIFYING THE TEAM

The key to team unity is a team rapport that sets up a sounding board for talking through individual or team problems. This provides each team member and the team leader a place to go with problems. The team approach to problem-solving helps to maintain an air of professionalism that supports the concept of Teacher Corps. Team problems that remain in the confidence of the team are much less susceptible to distortion. Keeping communication channels open between the team leader is essential for maintaining a productive and creative atmosphere here for innovation, experimentation, and change.

STABILIZING

The Team Leader is an "emotion stabilizer" for those explosive moments which occur as a result of intern frustration. Level headed counseling must be administered by the Team Leader at these times.

INTERPRETING DISTRICT POLICY

It is a team leader's responsibility to assist the team in interpreting district policies. These policies should be understood by the interns in order to have a better framework under which to operate successfully.

SELECTING COOPERATING TEACHERS

After the first nine weeks of observing and tutoring, many team discussions will be held regarding the selection of certain teachers to become cooperating teachers for the intern's Directed Teaching assignments that will fulfill the requirement for credentialing. At this particular time, the Team Leader is of great value to the team as he can approach the selected teachers, explain their duties as Cooperating Teachers, and open the doors for the interns. Through a team leader's knowledge of subject matter, grade level, and the personality of perspective Cooperating Teachers, many unpleasantries can be avoided. Teacher Corps is of such a nature that if a flexible, creative teacher is not selected as a Cooperating Teacher, the intern will feel frustrated and

"turned off" about teaching. The Team Leader can help avoid an unwise selection of Cooperating Teachers.

EVALUATING INTERNS

The months go by quickly with days of successful endeavors while other days are less rewarding. It soon becomes time for intern teaching evaluation. The "Change the System" concept of Teacher Corps makes for difficult evaluation. In studying the evaluation process, it has been determined that standard evaluation forms for regular student teaching do not provide an adequate or even relevant form for the special areas of need that Teacher Corps interns provide the children with whom they are working. New and more pertinent evaluation forms need to be provided the Cooperating Teacher who will be looking for the new, the creative, the unusual methods of instruction which interns might devise to involve students who have not met with success in the past, and are emotion and mental drop-outs sitting in a classroom. But more important than methods of teaching is the awareness of an intern of the special problems children of poverty have, and are able to adapt their methods and curriculum to meet the needs of these special students. A Cooperating Teacher who is equally concerned in the area of need for the poverty child will understand the efforts directed toward change in the methods and curriculum that concerns the intern and will

be more sympathetic toward evaluation of these processes. Consequently, a carefully selected Cooperating Teacher is vital to the on-going of concepts of Teacher Corps.

TOTAL ROLE

When one assumes the responsibility of becoming a Team Leader, he is actually saying that he will support the school district, the host university, and the intern team. A team leader is not only a liaison between the three units; district, team, and university, but he becomes a natural buffer-zone, taking the district, university staff, administration, and intern teams complaints in stride, dealing with them according to their consequence, or forgetting them if they need not become an issue of any proportion. Yet, the role of the Team Leader is not only and always a complaint department, but one of joy in the smooth process with which a team moves into a teaching situation and the evident success interns are having with children. These happy relationships greatly off-set the unpleasant times and make for a rewarding experience for any Team Leader.

The following Evaluation Form was developed by: Interns, Team Leaders, and Cooperating Teachers, under the direction of Dr. Clare Rodney, Curriculum Consultant, U.S.C. The purpose of this form is to develop an instrument which will more adequately measure the qualities of the NOW TEACHER--THE AIM OF TEACHER CORPS.

BEST COPY AVAILABLE

EVALUATION - MONTHLY PROGRESS REPORT OF STUDNNT TEACHERS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD	OUTSTANDING	COMMENTS
I. TEACHER ATTITUDE						
a. Expects students to succeed.						
b. Permits and encourages all students to express feelings, attitudes and ideas in an atmosphere of freedom.						
c. Is capable of handling situations where students' words, actions, and deeds may have undertones of discrimination and prejudice.						
d. Aware of one's own values and feelings and does not impose own beliefs and values on students.						
e. Ability to be self-critical; accepts criticism, directions, and suggestions with the professional manner it is given.						
f. Ability to work cooperatively with colleagues and staff.						
II. PLANNING AND INSTRUCTION						
a. Determines needs, interests, concerns, abilities, and skills through diagnosis of each student.						
b. Provides for students whose overt behavior indicate need for special treatment.						
c. Provides flexible grouping based on continuous diagnosis.						
d. Consults with supervisory teachers and team leaders in planning for students.						
e. Involves students in planning.						
f. Demonstrates ability to execute plan.						
g. Determines outcome of planning and instruction on a continuous basis.						
h. Provides individual students with continuous feed-back and evaluation.						
i. Involves students in evaluation of individual and group learning.						

INTERN _____

TEAM LEADER _____

MASTER TEACHER _____

DISTRICT _____

DATE _____

BEST COPY AVAILABLE

	and deeds may have undertones of discrimination and prejudice.					
d.	Aware of one's own values and feelings and does not impose own beliefs and values on students.					
e.	Ability to be self-critical; accepts criticism, directions, and suggestions with the professional manner it is given.					
f.	Ability to work cooperatively with colleagues and staff.					
II.	PLANNING AND INSTRUCTION					
a.	Determines needs, interests, concerns, abilities, and skills through diagnosis of each student.					
b.	Provides for students whose overt behavior indicate need for special treatment.					
c.	Provides flexible grouping based on continuous diagnosis.					
d.	Consults with supervisory teachers and team leaders in planning for students.					
e.	Involves students in planning.					
f.	Demonstrates ability to execute plan.					
g.	Determines outcome of planning and instruction on a continuous basis.					
h.	Provides individual students with continuous feed-back and evaluation.					
i.	Involves students in evaluation of individual and group learning.					
j.	Demonstrates innovative ideas and practices.					
k.	Demonstrates exciting motivational techniques appropriate to individual students and objectives.					

BEST COPY AVAILABLE

BEST COPY AVAILABLE

EVALUATION - MONTHLY PROGRESS REPORT OF STUDENT TEACHERS	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD	OUTSTANDING
l. Praises students for genuine progress and efforts and deserved achievement.					
m. Directions and explanations are given clearly and concisely. Checks to see if students understand. (Avoids yes or no answers)					
n. Reflects knowledge and key concepts in content areas as well as the developmental sequences within given areas.					
o. Takes initiative in selecting and securing outside resource material and personnel. (films, tapes, etc.)					
p. Avoids lecturing to entire class; encourages interaction among students as well as with teacher and students.					
q. Asks questions which give major emphasis to reasoning rather than memory or fact responses.					
r. Flexible in changing on-going activities or plans to meet students' responses and behaviors.					
s. Ability to organize and manage multiple activities and transitional periods.					
t. Disciplines in a dignified, positive and fair manner.					
III. RESPONSIBILITY					
a. Knows and compiles with policies and procedures of school.					
b. Maintains regular and punctual attendance.					
IV. PARENT RELATIONS AND COMMUNITY INVOLVEMENT					
a. Encourages communication with parents.					
b. Treats parents with consideration and respect.					
c. Willingness to take time to work with parents in solution of problems.					
d. Involved in improving home-school					

BEST COPY AVAILABLE

	material and personnel. (films, tapes, etc.)						
p.	Avoids lecturing to entire class; encourages interaction among students as well as with teacher and students.						
q.	Asks questions which give major emphasis to reasoning rather than memory or fact responses.						
r.	Flexible in changing on-going activities or plans to meet students' responses and behaviors.						
s.	Ability to organize and manage multiple activities and transitional periods.						
t.	Disciplines in a dignified, positive and fair manner.						
III.	RESPONSIBILITY						
a.	Knows and compiles with policies and procedures of school.						
b.	Maintains regular and punctual attendance.						
IV.	PARENT RELATIONS AND COMMUNITY INVOLVEMENT						
a.	Encourages communication with parents.						
b.	Treats parents with consideration and respect.						
c.	Willingness to take time to work with parents in solution of problems.						
d.	Involved in improving home-school relations by home visits and working through service organizations.						

BEST COPY AVAILABLE

SUMMARY

John Holt said,"Where are you trying to go and are you getting there?" Most educators feel we are aiming for an enlightened society but the disagreement comes with the modus operandi.

Too often goals are inflicted from above; from some distant authority. It is necessary for all those involved in the educational process to define their own objectives with guidance from experienced personnel.

Once our directions are set then the next logical step is immersion. This may be a gradual immersion, or orientation or this may be an immediate total immersion which in most circumstances is less desirable.

In training educators for the now and future generations we must never underestimate the importance of human relations. Our nations ills including race relations and college turmoil can not be resolved by edict. They must eventually be handled on a personal level.

Community involvement is again being stressed for teachers. This means more than inviting parents to school for open houses and P.T.A. meetings. Involvement means the act of complete participation. New avenues of approach have been employed and more need to be explored in this area. If we don't involve the community meaningfully in the educa-

tional process than the community will involve itself.

Administrators and other leaders must keep wider goals in mind as they participate in the implementation of educational programs. They must not hesitate to move out in new directions. And they must consider the unpredictability of the human element. By sharing ideas and joint effort we will be able to prepare our youth to deal with Today and meet the challenge of Tomorrow.